



NEW
HAMPTON
SCHOOL

Curriculum Guide

2009–10

New Hampton School prepares students for life-long learning through self-discovery, authentic relationships, civic responsibility, and global citizenship.

NEW HAMPTON SCHOOL'S MISSION STATEMENT

Core Values

Our values ground our school community and its programs, initiatives, and distinctive culture.

INDIVIDUAL TRANSFORMATION

We promote and engage students in purposeful self-exploration that models and encourages healthy risk-taking in the context of personal growth.

INCLUSIVITY

Our school community commits itself to social equality and personal respect among all members of our school and extended community.

DIVERSITY OF LEARNERS

We honor and validate the diversity of all learners in our community, promoting understanding of the unique gifts each student possesses.

INDIVIDUALITY

Our school community celebrates a genuine approach to campus living where we respect individuals for who they are and what they contribute to our school and extended community.

ACADEMIC INNOVATION

Our school reflects an on-going examination and refinement of our programs to place the school as a nationally recognized innovator among independent schools.

RESPECT AND RESPONSIBILITY

We expect all members of our school community to be forthright and honest, to maintain personal integrity in all relationships, and to embrace our core values.

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Welcome!

New Hampton School has guided students to be happy, healthy, and productive citizens since 1821. In preparation for our one-hundred-eighty-eighth commencement exercises, we draw inspiration and pride from the wealth of New Hampton School's collective history and traditions.

New Hampton School is a mass of ivy and bricks, set within an inspiring landscape, full of motivated teachers, coaches, dorm parents, and staff members who care deeply about individual growth and the growth of our community. With a respect for the local and global community, faculty members seek to design experiential and diverse programs. The athletic and co-curricular programs focus on developmentally appropriate offerings that give all students opportunities to contribute and grow through participation. The residential curriculum focuses on creating a safe and healthy school environment so that all members of the school community are supported in their commitment to an upward spiral of growth and improvement in living, learning, and co-curricular areas of school life. Involvement in the service learning program allows students to demonstrate a commitment to their fellow human beings and the environment, and a belief that individual efforts can advance the health of the community. The Academic Program focuses on creating diverse, interesting, and challenging learning experiences that provide opportunities for each individual to build competency and character as twenty-first-century citizens.

As a part of New Hampton School's commitment to the delivery of fundamental skills using relevant content, this Curriculum Guide showcases the paramount skills and content a 21st century learner most needs. The Foundations of Learning was developed over a three-year period by academic department heads. These academic leaders studied national standards, researched cognitive functioning, discussed best practices, and then closely examined the learning profiles of New Hampton Schools' students. Building upon the ten-year success of the previous Foundations of Learning document, the revised continuum provides a matrix of skill and content development for each learning level. Level I students develop foundational learning skills. Level II students identify their talents while simultaneously developing curiosity and benchmarking their moral responsibilities. Level III students investigate multiple perspectives to determine a personal position and begin to discover areas of interest as lifelong learners. Level IV students work toward academic self-confidence and independent thought to ensure preparedness for higher education. While the acquisition of the traditional skills of reading, writing, problem solving, note taking, and speaking remain integral to a student's success, the Foundations of Learning provides 21st century proficiencies in the new and under-explored areas of technology, organization, awareness, research, and creativity.

We look to our students as future leaders, and expect them to strive for excellence in all they do. The development of good character is at least as important as academic achievement. The information that follows describes and defines the Academic Program at New Hampton School. The faculty care deeply about offering challenging, interesting, and success-oriented classes that will prepare students to be competent, global citizens. They will provide all of the support and encouragement needed to be successful; students need only commit to developing their intellectual, emotional, and physical, as well as moral and spiritual selves. Every day.

Sincerely,



JENNIFER S. BERRY
DIRECTOR OF STUDIES
Tel: 603-677-3505
Fax: 603-677-3483
jberry@newhampton.org



DANIEL W. LOVE
GLOBAL CURRICULUM COORDINATOR
Tel: 603-677-3534
Fax: 603-677-3483
dlove@newhampton.org

Foundations of Learning: A Continuum of Skills for 21st-Century Learners

Developed over a three-year period and through the research and collaboration of New Hampton School's academic leaders, *Foundations of Learning: A Continuum of Skills for 21st-Century Learners* assures students of a strong academic foundation that supports a skill-based, globally relevant curriculum.

NINTH GRADE LEVEL I

Students develop foundational skills. Level I students develop self-awareness, strategies, and tools to be prepared for the rigors of academic life. This parallels the foundational nature of content, which includes computational and written fluency; comparative understanding of the world by examining cultures; languages, and environments; foundational experiences with both visual and performing arts; and the development of scientific inquiry.

TENTH GRADE LEVEL II

Students identify their talents. They develop intellectual curiosity and ethical responsibility. Level II students learn skills that demonstrate critical thinking to develop problem-solving strategies, coupled with healthy skepticism to develop a personal perspective. These skills complement the continued developmental nature of Level II content, which includes an understanding of inductive and deductive reasoning; persuasive written and oral discourse; exploration of information from an applied perspective; creation of hypotheses followed by collaborative collection of data to draw conclusions; and the ability to recognize source credibility.

ELEVENTH GRADE LEVEL III

Students investigate multiple perspectives to determine a personal position. As Level III students develop strategies and skills to be lifelong learners, they exhibit open-mindedness and ethical responsibility to their local and extended communities. These skills parallel Level III content, which includes functional analysis of data; employment of knowledge to appreciate aesthetic appeal, environmental problems, and world issues; critical thinking to create position statements; and independent research using conscientious evaluation of sources.

TWELFTH GRADE OR POSTGRADUATE YEAR LEVEL IV

Students gain self-confidence and independence. Level IV students develop empathy, comfort with complexity, and ethical courage in a global community. These skills parallel Level IV content, which includes the ability to debate through advocacy of position and viewpoint; application of various modes of discourse to enhance articulation of personal perspective; use of developed problem-solving skills to understand abstract ideas; and creation of interdisciplinary and multicultural connections to demonstrate comprehensive understanding.

Ninth Grade/Level I

WRITING	<ul style="list-style-type: none"> ■ learn basic grammar, sentence mechanics, paragraph structure ■ engage in personal writing ■ employ multi-paragraph structured formal writing
READING	<ul style="list-style-type: none"> ■ develop active reading strategies to read for comprehension and content
PROBLEM SOLVING	<ul style="list-style-type: none"> ■ establish computational fluency ■ identify cause and effect ■ introduce and develop inductive and deductive reasoning ■ make predictions using contextual clues
TECHNOLOGY	<ul style="list-style-type: none"> ■ learn Word, e-mail, Garage Band, and search applications ■ recognize Internet safety and source credibility ■ learn cross-platform skills: attachments, file, and password management, help sources, and printing ■ understand electronic honesty
RESEARCH	<ul style="list-style-type: none"> ■ formal training in source citation ■ introduce and explore primary and secondary sources (Internet and non-Internet) ■ learn how to form essential questions ■ develop thesis with teacher guidance
ORGANIZATION	<ul style="list-style-type: none"> ■ learn how to use the planner to make and follow a daily schedule ■ develop system for organizing books and school supplies ■ create an effective study space
NOTE TAKING	<ul style="list-style-type: none"> ■ learn strategies to record information from a variety of sources ■ learn to review notes as a study aid
SPEAKING	<ul style="list-style-type: none"> ■ participate in classroom discussion using clear articulation, appropriate eye contact, and posture ■ practice thoughtful timing when sharing prepared information ■ audience: individual to individual
AWARENESS	<ul style="list-style-type: none"> ■ identify preferred learning styles and personal values ■ acknowledge understanding and when assistance is needed ■ identify personal ethical responsibility
CREATIVITY	<ul style="list-style-type: none"> ■ understand knowledge base and processes to generate ideas

Tenth Grade/Level II

WRITING	<ul style="list-style-type: none"> ■ write to share content, creative writing ■ introduce and defend argument ■ develop topic and thesis, transition between paragraphs ■ demonstrate objective point of view through use of credible evidence ■ practice both peer and self editing ■ manipulate vocabulary and punctuation to vary sentence structure and tone
READING	<ul style="list-style-type: none"> ■ use active reading strategies and contextual clues to read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ■ practice computational fluency ■ use inductive and deductive reasoning to solve problems ■ use critical thinking to make data-based conclusions
TECHNOLOGY	<ul style="list-style-type: none"> ■ learn Excel, wikis, social networking, iMovie, and Internet filtering ■ develop Word, e-mail, and etiquette ■ identify source credibility ■ learn cross-platform skills: CD, DVD, and flash drive
RESEARCH	<ul style="list-style-type: none"> ■ organize research team and define roles ■ support a thesis using credible sources ■ use research process to ask essential questions followed by sub-questions
ORGANIZATION	<ul style="list-style-type: none"> ■ learn to balance academic and co-curricular responsibilities with personal time ■ use planner to record daily and long-term assignments accurately
NOTE TAKING	<ul style="list-style-type: none"> ■ identify and record information from a variety of sources
SPEAKING	<ul style="list-style-type: none"> ■ organize and articulate question-and-answer skills ■ lead presentations ■ audience: peer group
AWARENESS	<ul style="list-style-type: none"> ■ foster curiosity, emergence of passions, healthy skepticism ■ reflect on personal values, set and obtain goals ■ develop ethical responsibility to peers
CREATIVITY	<ul style="list-style-type: none"> ■ create using given resources ■ develop intuition and problem-solving skills ■ identify talent

Eleventh Grade/Level III

WRITING	<ul style="list-style-type: none"> ■ write with fluency and understanding of purpose and audience ■ use credible evidence, support thesis with analysis ■ learn formal research writing, multi-page, single audience ■ write formal letters and e-mails
READING	<ul style="list-style-type: none"> ■ scan and skim ■ recognize theme/motif to read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ■ use more sophisticated computational techniques ■ advance the use of inductive and deductive skills
TECHNOLOGY	<ul style="list-style-type: none"> ■ create content: PowerPoint, blog, iMovie ■ evaluate source credibility ■ learn cross-platform skills: combining media source, scan, PDFs, and graphs
RESEARCH	<ul style="list-style-type: none"> ■ use research cycle independently ■ use varied sources to support thesis ■ interpret research and seek multiple perspectives
ORGANIZATION	<ul style="list-style-type: none"> ■ balance academic and co-curricular responsibilities with personal time ■ use planner independently to break down long-term assignments
NOTE TAKING	<ul style="list-style-type: none"> ■ synthesize and record information from a variety of sources with minimal teacher direction
SPEAKING	<ul style="list-style-type: none"> ■ articulate argument and rebuttal ■ combine media from multiple sources into a cohesive presentation ■ audience: small group presentations and school community
AWARENESS	<ul style="list-style-type: none"> ■ exhibit open-mindedness and develop lifelong learning strategies ■ take responsible risks ■ recognize and appreciate alternative perspectives ■ show ethical responsibility to community
CREATIVITY	<ul style="list-style-type: none"> ■ articulate personal voice and intent ■ create with purpose

Twelfth Grade/Level IV

WRITING	<ul style="list-style-type: none">■ write with fluency, adapt purpose to audience■ analyze evidence, challenge existing explanations■ structure and organize various modes of discourse■ utilize figurative language
READING	<ul style="list-style-type: none">■ link text to world to read for connections■ recognize authenticity of voice, entirely self-directed■ engage fully and question author's intent while reading
PROBLEM SOLVING	<ul style="list-style-type: none">■ apply sophisticated computational techniques independently■ use concrete information to develop and test hypotheses or to formulate abstract ideas
TECHNOLOGY	<ul style="list-style-type: none">■ share credible content and make informed, adept technology decisions■ learn cross-platform skills: podcasts and streaming
RESEARCH	<ul style="list-style-type: none">■ seek multiple perspectives and multiple sources■ use driving questions to motivate research■ draw connections across disciplines■ develop and test thesis independently
ORGANIZATION	<ul style="list-style-type: none">■ demonstrate personal accountability for time management, materials, college application process, and meeting deadlines
NOTE TAKING	<ul style="list-style-type: none">■ interpret and record pertinent information from a variety of sources
SPEAKING	<ul style="list-style-type: none">■ modify inflection, humor, and emotion to fit purpose; use improvisational skills■ advocate positions and debate viewpoints■ audience: global community
AWARENESS	<ul style="list-style-type: none">■ demonstrate empathy, comfort with complexity, self-confidence■ exhibit ethical courage to global community
CREATIVITY	<ul style="list-style-type: none">■ articulate inner voice■ develop sensitivity to aesthetics

Academic Departments

Arts

The Visual and Performing Arts Department offers students opportunities for self-awareness, self expression, self exploration, and artistic growth in a safe environment that promotes both skill development and personal character. Students explore, discover, and develop their innate artistic abilities while gaining an enhanced understanding of the interrelatedness of the world around them. The arts do not stand alone, but are an aspect and expression of the core values of any culture or discipline. While studying the arts at New Hampton School, students augment their understanding of all the other academic disciplines they are studying.

Visual Arts students experience significant self-exploration through our photography, graphic design, and multi-leveled studio art offerings. Students learn the universal elements and principles of visual expression, develop technical and conceptual skills, and gain confidence through strategically structured assignments. All courses reflect a discipline-based art education involving critique, production, art history, and aesthetics.

In the Performing Arts, our wide range of classes and co-curricular activities in dance, theatre, technical stagecraft, music, and recording provide students with a solid foundation of basic skills. This foundation provides students with the discipline to become confident performing artists with their own unique voice.

Students wishing to continue their arts education at the college level gain the necessary solid foundation as well as the knowledge and understanding of advanced skills in their chosen area.

COURSES

ARTS FOUNDATION (SECOND SEMESTER)

This course provides an integrated foundation in the arts to students new to New Hampton School. The class is divided into small groups that experience four different disciplines (studio art, music, theatre, and photography), so that students experience a sampling of the expressive disciplines within the Visual and Performing Arts Department. Offered to freshmen and newly enrolled sophomores.

Visual Arts

STUDIO ART COURSES (SKETCHBOOKS ARE REQUIRED FOR ALL STUDIO ART CLASSES)

2D DESIGN (FIRST SEMESTER)

This course introduces students to the elements of design. Line, shape, size, texture, color, and value are emphasized in this class through direct observation and exploration. Students use different dry media such as pencil, charcoal, conté crayon, marker, and colored pencils.

3D DESIGN (FIRST SEMESTER)

This course is for the student who would like to explore the realm of sculpture and 3D. This is an introductory course exploring “seeing in the round” and the application of skills and techniques for fabricating freestanding art forms. Students problem-solve technical and conceptual ideas through reductive and additive building techniques using cardboard, plaster, wire, soapstone, recycled material, and mixed media.

ENVIRONMENTAL ART (BOTH SEMESTERS)

Students explore the outdoors and use the environment as their palette. Experimentation and group work are emphasized along with discussion and sketchbook use. Work includes stone, wood, snow, flowers, water, and twigs. Sketchbook journals are kept so that an ongoing visual dialogue encourages and enhances creative development in each artist. Books and videos of the artist Andrew Goldsworthy provide inspiration and motivation.

PAINTING (SECOND SEMESTER)

This course introduces techniques and skills associated with painting, using acrylics and watercolor paints. Sketchbook journals are kept so that an ongoing visual dialogue can encourage and enhance creative development in each artist.

PRINTMAKING (SECOND SEMESTER)

This introductory course teaches students the exciting world of printmaking. Students learn about monotypes, monoprints, gelatin print, print collage, and the painterly print, depending on time and experience of each artist. Sketchbook journals are kept so that an ongoing visual dialogue encourages and enhances creative development in each artist.

INTERMEDIATE / ADVANCED ART* (FULL-YEAR COURSE)

This course requires diligence and desire by the student to work independently and with persistence to obtain a significant body of work. Sketchbook journals are used to collect ideas, thoughts, and reflections. During the course of the year, students meet regularly to discuss their work and learn dialogue and critiquing skills essential to grasping the means and meaning of advanced visual expression. This course is an exciting challenge and journey for the art student to develop his/her own voice and artistic style. By the end of the year, AP students (*Advanced Placement Portfolio Option upon instructor's recommendation*) fulfill college-level focus in completing their portfolios.

GRAPHIC DESIGN (BOTH SEMESTERS)

Graphic designers work with drawn, painted, photographed, or computer-generated images (pictures), but they also design the letterforms that make up various typefaces found in movie credits and TV ads; in books, magazines, and menus; and even on computer screens. Designers create, choose, and organize these elements—typography, images, and the so-called “white space” around them—to communicate a message. Graphic design is a part of your daily life. From humble items like gum wrappers to huge things like billboards to the t-shirt you’re wearing, graphic design informs, persuades, organizes, stimulates, locates, identifies, attracts attention, and provides pleasure. Students complete their course work using Adobe Creative Suite software (InDesign and Photoshop) in a dedicated Macintosh publications lab.

PHOTOGRAPHY COURSES

PHOTOGRAPHY I: DIGITAL OR FILM (BOTH SEMESTERS)

In Photography I students learn the principles and elements of design, how to maximize the potential of the camera for personal expression, and fine printmaking. Film students use the traditional, wet darkroom; digital students learn the digital workflow using Photoshop.

PHOTOGRAPHY II and III (Advanced Placement option): DIGITAL OR FILM (BOTH SEMESTERS)

In Photography II, students begin to develop their own personal vision and have a higher degree of “creative license” in their assignments and projects. Students learn finer control in their processing and printmaking, including the use of toning, papers, and color management. In Photography III students continue with new assignments that are structured for the individual student. In addition, students are expected to create a body of work that illustrates their own personal vision and ideas.

EXPERIMENTAL PHOTOGRAPHY (SECOND SEMESTER)

This photography class enjoys the breadth of the potential of photography for creative expression. Students learn processes such as hand coloring, toning, solarization, double exposure, infrared photography, polacolor transfer, cyanotype, and Van Dyke Brown. Students draw from past photography work to determine which processes best suit the communication of their individual vision. *Prerequisite: Photography I*

MEDIA PRODUCTION (SECOND SEMESTER)

This course focuses on the production of official NHS student media including a radio station and/or television program. The goal of this course is to provide students with the skills, tools, behaviors, and values needed to function in small groups as production teams. After a training phase students pitch, write, shoot/record, edit, and publish weekly content focusing on NHS events and announcements, local and regional news, and editorials. This is a mixed grade course.

Performing Arts

THEATRE COURSES

INTRODUCTION TO IMPROV (BOTH SEMESTERS)

Through a series of games, exercises, and activities, this course provides an introduction to the art of improvisation. This course is open to all students and allows them to develop skills that help them to think on their feet. Students learn how to positively and productively tell stories to an audience without the benefit of a script. There are a variety of opportunities to display these skills to the greater school community.

PUBLIC SPEAKING (BOTH SEMESTERS)

Open to all interested students, this course offers techniques and practice in several areas of public speaking. Areas covered include informative speaking, persuasive speaking, protest speeches, special occasion speeches, debate, and extemporaneous speaking.

THEATRE STUDIES: INTRODUCTION TO DESIGN FOR THEATRE (FIRST SEMESTER)

This course is open to all students interested in the basic study of lighting, scenic design, and sound design for the theatre. The course includes discussions of design elements, technical theatre vocabulary, and an introduction to the practical skills of rendering, drafting, stage electrics, and scenic construction.

DANCE COURSES

DANCE TECHNIQUE I (FIRST SEMESTER)

This course is designed to develop the technical ability of the beginning dance student. Students are introduced to various dance styles, concentrating on ballet, modern, jazz, and hip-hop. The basic concepts of proper body alignment and spatial awareness are the main focus of the course.

DANCE TECHNIQUE II (SECOND SEMESTER)

This course is designed to continue the technical development of the dance student by increasing his or her movement vocabulary through the introduction of self-corrections skills. The course offers an in-depth study of one of the following dance disciplines: ballet, modern, jazz, or hip-hop. Students also begin to explore choreographic principles. A basic dance history component is included in this course. Prerequisite: Dance Technique I or Dance Training for Athletes, or with prior dance experience by permission of the instructor.

DANCE TECHNIQUE III (FULL-YEAR COURSE)

This course is designed to further the development of the serious dance student by focusing on musicality and artistry. The course emphasizes ballet and modern technique but also incorporates jazz and hip-hop. The curriculum concentrates on choreographic principles, basic anatomy, composition, performance skills, and dance history. Prerequisites: Dance Technique I and Dance Technique II, or with prior dance experience by permission of the instructor.

MUSIC COURSES

BEGINNING GUITAR I (FIRST SEMESTER)

This course develops beginning guitar and ensemble techniques through daily practice and rehearsal. In addition to ensemble skills, students develop the notational and theoretical concepts of music essential to performing within a group. The ability to read standard musical notation is essential to covering this material; however, no prior reading experience is required.

BEGINNING GUITAR II (SECOND SEMESTER)

This course develops upon previous ensemble, notational, and theoretical concepts: Guitar II finds students ready to apply their knowledge to actual classical guitar repertoire. Guitar II students choose from selected works from the masters such as Fernando Sor, Andres Segovia, Francisco Tarrega, and more. Students have the opportunity to perform.

BEGINNING PIANO I (FIRST SEMESTER)

This one-semester course focuses on the technique of playing the piano, and learning to read piano music. Students follow an approved text with supplemental material provided. In-class performances are required, along with written assignments.

BEGINNING PIANO II (SECOND SEMESTER)

This course is a continuation of Beginning Piano I, with greater emphasis placed on speed and accuracy of playing and sight-reading.

CONTEMPORARY INSTRUMENTAL STAGE ENSEMBLE (OFFERED BOTH SEMESTERS BY PERMISSION OF INSTRUCTOR)

This class develops ensemble techniques through daily practice and rehearsal. In addition to ensemble skills, students develop the notational and theoretical concepts of music essential to learning and performing within a group. The many forms and genres of popular music from the twentieth century, as well as classical repertoire, are covered. All instruments are welcome.

JAZZ BAND (OFFERED BOTH SEMESTERS BY AUDITION)

Jazz Band is a limited enrollment class dedicated to the learning and performing of jazz compositions in a small ensemble. This course is open to advanced players only. All students interested in participating must audition. A variety of styles within the jazz idiom, including Brazilian and Latin jazz as well as fusion, funk, and modern progressive jazz are covered.

CHORUS (BOTH SEMESTERS)

Chorus is designed for anyone who loves to sing. Repertory includes standard choral works supplemented by pop and jazz arrangements. Daily sight-reading and rhythm exercises are required. This is a performance-oriented course.

MUSIC TECHNOLOGY (BOTH SEMESTERS)

Students become familiar with digital audio workstations, including a 32-channel tactile mixing console and professional audio sequencers, such as industry standard Sonar and Cue base. Students learn microphone application, placement, and technique. Students also learn mixing, EQ methodology, and mastering, and take with them a finished and packaged CD as a final project.

ASP (Academic Support Program)

The Academic Support Program provides opportunities for New Hampton School's diverse learners to engage in purposeful self-exploration of their unique learning styles and to take healthy risks in the context of academic growth and achievement. Through teaching and modeling of academic strategies and self-advocacy skills we prepare students for life-long learning. In addition to offering the courses listed below, the Academic Support Program oversees the provision of classroom accommodations, including extended time for tests and exams, for students with documented learning differences. Courses listed are for the full year unless otherwise indicated.

SINGLE SEMESTER COURSE

FOUNDATIONS OF LEARNING SEMINAR (FIRST SEMESTER):

To ensure foundational academic, social, and personal skills necessary for success at NHS, all freshmen participate in Freshman Seminar. This course is divided into three sections and taught by the Dean of Students, Director of Technology and a health educator. Each freshman receives instruction in: school life and leadership training; technological applications coupled with research skills; and health, nutrition, and wellness. This course is pass/fail.

FULL-YEAR COURSES

ADVANCED READING I/II

This course is designed for freshmen and sophomores. It provides development of more advanced reading skills including enhancing language awareness, critical reading, and reading fluency. Specific skills include identifying main ideas and supporting details, making inferences and drawing conclusions, and using active reading strategies to improve reading comprehension and recall. Additionally, students

have opportunities to acquire new vocabulary through reading. They learn to recognize the structure and organization of different texts and to make connections between text, experience, and knowledge of the world at large as they explore a variety of reading genres.

ADVANCED READING III/IV/V

This course for upperclassmen continues to strengthen and build upon previously learned reading skills to help students understand the concept of reading as an interaction between themselves and the text. As they practice and explore “what good readers do” students synthesize and formulate judgments based on readings, and apply new knowledge gained through reading to other areas. By regularly engaging in active reading practices students improve their ability to comprehend more challenging material.

INDIVIDUAL ACADEMIC SUPPORT I

This course is designed to provide individualized academic strategy instruction and support to freshmen. Ongoing course content and assignments are the basis for teaching academic strategies. Strategies include reading textbooks for content mastery, using the writing process, taking notes in class and from reading, test preparation and test taking skills, organizational strategies, time management, and prioritization. Students identify three goals for each term, based on an awareness of their learning style. Students also begin learning self-advocacy skills and start the process of becoming independent learners. A pass/fail grade is given. An additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT II

This course is designed to provide individualized academic strategy instruction and support to sophomores. Using the student’s course content and assignments, the teacher goal is to increase the student’s mastery and generalization of basic academic strategies introduced in Individual Academic Support I. Students are challenged to take the next steps toward self-advocacy with their content area teachers, and to take ownership of their learning style and the accommodations they need to learn well. A pass/fail grade is given. An additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT III

This course is designed for juniors, and provides a more advanced level of individualized academic strategy instruction and support. Students are challenged to expand their strategies toward the goal of becoming independent learners. Students in ASP III are guided toward a more in-depth understanding of their learning style, and what type of learning environment is most effective for them. Additionally, students complete Part I of the “College Workout” curriculum, designed to assist students with learning differences in the college process. A pass/fail grade is given. An additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT IV/V

This course is designed for seniors and postgraduate students who need additional one-on-one instruction to practice and expand their repertoire of academic strategies. Seniors demonstrate mastery of self-advocacy by meeting with each of their teachers to review their learning profile and discuss what each of their accommodations means in terms of that particular class. In the spring semester students in ASP IV/V complete Part II of the “College Workout” as well as the “Passport” curriculum, which is designed to help them plan and prepare for the process of receiving accommodations in college. A pass/fail grade is given, and an additional fee is charged for this course.

GROUP ACADEMIC SUPPORT III

This course is designed for juniors who can benefit from guidance in the use of basic academic strategies, but are ready to become more self-directed learners in a group of four students with one teacher. Within the group setting, students set specific individual academic goals for each term, and complete Part I of the “College Workout” curriculum, designed to assist them with the college process. A pass/fail grade is given, and an additional fee is charged for this course.

GROUP ACADEMIC SUPPORT IV/V

This course is designed for seniors and post-graduate students who have mastered basic academic strategies and are able to apply these strategies to their daily work in a group of four students with one teacher. Within the group, students set specific individual academic goals for each term. They complete Part II of the “College Workout” as well as the “Passport” curriculum, designed to help them plan and prepare for the process of obtaining and using accommodations in college. A pass/fail grade is given, and an additional fee is charged for this course.

INTERNATIONAL ENGLISH SUPPORT

This class is designed for international students who are not enrolled in other ES courses or whose previous school transcripts suggest more help is needed in understanding and completing class and homework assignments. The Advanced Academic Support class helps students with specific assignment needs and provides skill work in reading comprehension, writing, and editing of essays and research papers. The class focuses on the specific daily needs of each student. Help in SAT and TOEFL preparation is also provided.

English

The English curriculum is designed to help students broaden their experiences through reading and to help them learn to communicate effectively in both oral and written expression. Advanced Placement (AP), Honors, and Standard courses are offered, allowing each student an opportunity to be challenged and to achieve success at his or her own pace. Process writing is used to encourage students to revise material and to place an emphasis on mastery. Classes are discussion based, allowing students to express their own creativity and insights and to increase their skills in critical analysis of classic and contemporary literature.

FULL-YEAR COURSES

ENGLISH I

Traditionally offered to ninth-graders, this course focuses on grammar, reading, and composition skills. Reading and writing selections are made on the basis of student interest and reflection with an emphasis on adolescent literature, particularly as it pertains to independent boarding school life. From Homer and Shakespeare to modern short stories and poetry, students explore all genres. Study skills and organizational techniques are also emphasized. Within the framework of the Foundations of Learning, students apply their new knowledge of myths and journey narratives in a personal reflection on their own experiences.

- *HONORS* Students may elect the Honors section of this course after conferring with the Department Head and the Director of Studies. Using a thematic approach and often demonstrating their learning through projects and presentations, Honors students explore various genres of literature and modes of discourse with greater speed and depth than at the Standard level.

ENGLISH II

Traditionally offered to tenth-graders, students in this course read literary selections from various countries outside the United States with a particular emphasis on Europe. Essays, plays, poetry, novels, and short stories from the Ancient, Medieval, Renaissance, Enlightenment, and Modern periods often parallel what is offered in European History, which is also traditionally taken during the sophomore year. Writing is an integral part of the English II curriculum, where students develop their skills in thesis construction and analytical support. The use of concrete language, the awareness of the connotative and denotative word values, and the integration of information in a concise and cohesive manner are paramount. As a means of exploring historical and cultural backgrounds, students engage in an interdisciplinary study of twentieth and twenty-first century conflicts.

- *HONORS* Students may elect the Honors section of this course after conferring with their advisor, English teacher, the Department Head, and the Director of Studies. Beginning with Classical Greece and continuing to the uncertainties of the post-moderns, students explore the human search for meaning as told through literature. A premium is placed on close reading skills, analytical writing, and interpretive, creative expression in the form of projects. Readings of 20 pages per night are not uncommon.

ENGLISH III

English III utilizes extensive classroom discussion and various writing techniques to explore American literature. All genres are intended to parallel much of what is offered in U.S. History, the course traditionally taken by juniors. Students learn to work independently, focusing on critical thinking skills, oratory techniques, and the art of thesis writing using credible support. Additionally, participants receive preparation for both the SAT and ACT. The grade level project for English III is a lengthy research assignment culminating in the writing of an Modern Language Association (MLA)-documented position paper.

- **HONORS** Students may elect the Honors section of this course after conferring with their advisor, English teacher, the Department Head, and the Director of Studies. Using an American Studies approach, this course explores the essential interplay between history, art, primary sources, and the literature of the times. A firm grasp of the author's themes, styles, traditions, and cultural transformations is the aim of this fast paced and engaging course. Writing assignments investigate multiple frames of reference and use critical thinking skills.

ENGLISH IV

As a culmination of a student's experience in the classroom while at New Hampton School, English IV offers students the opportunity to demonstrate and hone their critical thinking and analytical processing skills. English IV uses literature from around the world as a foundation for discussion and writing prompts that seek to prepare students for college-level discourse. During the first semester, all students pursue an intensive study of the writing process addressing the four rhetorical modes of discourse: description, narration, exposition, and argument. Literary analysis skills are developed in conjunction with focused reading, and writing assignments and exercises develop appropriate use of structure, syntax, awareness of audience and tone, personal voice, and clear point of view. The college essay and SAT/ACT preparation is part of the first semester's focus as students tackle the college application process. The second semester explores multiple genres of literature using a thematic-based approach seen in most college English classes.

ENGLISH V

Designed for postgraduate students, this course emphasizes writing and analysis with a focus on exploration (self, community and global). Students work to develop an appreciation of reading through the analysis of a wide range of texts, with an emphasis on current, modern literature. Texts are supplemented by a variety of relevant films. During the first semester, SAT and ACT preparation and college application essays are stressed. The students work to develop their own voice while learning the skills to write creatively and effectively with an analytical mindset.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Traditionally offered to seniors as well as qualified juniors and postgraduates, AP English Language may be taken after conferring with the student's advisor, English teacher, the Department Head, and the Director of Studies. The primary goal of the course is to develop students' skills in analyzing rhetorical modes and strategies. Students learn to identify specific techniques used in selected pieces of fiction, nonfiction and effective classical essays, and become comfortable designing their own effective analytical and persuasive writing. Class reading primarily features a variety of shorter nonfiction arguments, as well as a few select novels. In short, the class is about making an argument. The Advanced Placement English Language and Composition exam is mandatory for all those who take this course. In accordance with the precepts designed by the College Board in preparation for the test, segments of AP practice tests are used frequently to monitor progress and hone skills specific to the test. The work is challenging, intellectually stimulating, and requires a student's best effort to develop independent thought and multiple frames of reference. Discussion inside and outside the classroom is a vital means of testing ideas and supporting progress.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Traditionally offered to seniors as well as exceptional juniors and postgraduates, AP English Literature and Composition may be taken after conferring with the student's advisor, English teacher, the Department Head, and the Director of Studies. Designed for highly motivated readers and writers, the course stresses literary analysis and critical writing. Students read a wide variety of fiction, poetry, and drama from many different countries and eras. Practice tests are used frequently to monitor progress, keeping in mind the precepts designed by the College Board in preparation for the Advanced Placement exam, which is mandatory for all who take this course. The ultimate goal is for students to apply their skills of literary analysis to other media.

INTERNATIONAL LITERATURE

This course is an advanced English Support class for students who need additional development of their reading comprehension, writing, critical thinking, and communication skills in English in preparation for the demands of mainstream high school and college courses. Grammatical concepts specific to English are an ongoing study in the course. While providing a supportive environment, the course challenges students to examine literature and explore how it provides insight into various cultures by demonstrating common themes relevant with the global context.

History and Social Sciences

Students taking history and social science classes at New Hampton School develop and extend their thinking, reading, writing, research, and speaking skills through a variety of course offerings. Skill development in each course focuses on the appropriate grade-level skills identified in the New Hampton School Foundations of Learning continuum. One purpose of reading, writing and speaking assignments in each class is to increase students' capacity for critical analysis, productive debate and respect for the diversity of different ideas and perspectives. Further aims are to help students refine research skills, give them the opportunity to develop decisive and well-founded arguments and to express themselves clearly in writing and speaking. Films, guest lectures and field trips are used to augment students' knowledge, interest and understanding of the world.

FULL-YEAR COURSES

COMPARATIVE WORLD CULTURES (HONORS AND STANDARD)

This freshman course is focused on giving students an understanding of different world cultures through the study of human and physical geography. Teachers use contemporary global issues to help students compare major religions, economic systems and political institutions from areas such as Asia, Latin America, Africa, and the Middle East. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Honors level students follow the same curriculum but examine topics in greater depth. *Required for all freshmen.*

MODERN EUROPEAN HISTORY (HONORS AND STANDARD)

Students concentrate on developing a sense of European history by pursuing a careful program of study into the history of modern Europe and Western society from the Renaissance to the mid-twentieth century. Political, economic, cultural and intellectual trends are examined. Students study the Renaissance, the Reformation, the Age of Absolutism, The French Revolution, the Age of Napoleon, the Industrial Revolution, World War I, and World War II. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Honors level students follow the same curriculum but examine topics in greater depth.

UNITED STATES HISTORY (HONORS AND STANDARD)

Traditionally offered to juniors, this course is a survey of United States history from its colonial beginnings through the twentieth century. Attention is given to those issues that best illuminate contemporary issues in U.S. domestic and foreign policy. Important aims of this course are to help students develop a geographic sense of place in regards to the United States and a historical understanding of America's role in the world. Students complete an independent research project as a requirement of this course. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Honors level students follow the same curriculum but examine topics in greater depth. *Required for all juniors.*

ADVANCED PLACEMENT UNITED STATES HISTORY

This internationally recognized course covers the United States History curriculum as defined by the College Board. Students cover topics ranging from the settlement of North America to the present and prepare to take the Advanced Placement exam offered in May. Emphasis is on developing college-level reading, analytical and writing skills. Students learn to analyze historical evidence in a variety of forms and to develop incisive arguments based on that data. The goals of reading assignments and class discussions are to encourage students to challenge conventional wisdom, to develop independent opinions and to express themselves in both abstract and concrete terms.

ADVANCED PLACEMENT EUROPEAN HISTORY

This course covers European History curriculum as defined by the College Board. Students explore modern European history from the 1350's to the present and prepare to take the Advanced Placement exam offered in May. Emphasis is on developing college-level reading, analytical and writing skills. Students learn how to analyze historical evidence in a variety of forms in order to develop incisive arguments based on that data. The goals of reading assignments and class discussions are to encourage students to challenge conventional wisdom, to develop independent opinions, and to express themselves in both abstract and concrete terms.

ECONOMICS

Students in this course study basic economic principles by examining real world issues. The concept of scarcity is explored through a discussion of whether society should allocate its resources to the fight against terrorism or the fight against poverty. Microeconomic concepts such as supply and demand are studied by examining the effects of the minimum wage. The question of whether international trade benefits the American economy or hurts it is analyzed by discussing the effects of NAFTA. Macroeconomic concepts such as monetary and fiscal policy are discussed in light of their effectiveness in easing the effects of past and present economic downturns. In addition, a unit on personal finance gives students a way to understand the difficult financial choices that they face in their own lives. After completing this course, students should be able to discuss intelligently these real world problems, the basic economic principles related to them and the role of markets and government in solving them. This course is available to seniors and postgraduates.

ISSUES IN MODERN HISTORY

This senior, seminar style, course is designed to develop an understanding of global, social, political and economic issues of the twentieth and twenty-first centuries. Students investigate both foreign and domestic affairs, all with an eye toward grasping a better understanding of the challenges facing our world today. Course topics include the rise of China, the Middle East crisis, the transformation of Russia, the U.S. role in a changing world and international trade. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. This course is designed to provide college-style learning experiences.

ART HISTORY

In this course, students understand and analyze art from multiple cultures during the 19th, 20th, and 21st centuries. Arts of the Americas, Europe, Africa, and Asia are compared in order to gain a greater understanding of how art has been judged and studied. Paintings, prints, drawing, sculpture, performance art, and architecture are some of the vast array of media that are considered. Students read a variety of primary sources to supplement their exploration. This yearlong course is open to seniors and PGs.

20TH CENTURY HISTORY (HONORS)

An upper level course designed to enable students to understand the past through exposure to primary historical sources and through the work of historians. Students study the causes, practices, and effects of wars, the origins and development of governmental systems throughout the 20th century, and examine peacemaking, peacekeeping, and international relations. One of the most popular International Baccalaureate courses, 20th Century History requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. This course is available to seniors and postgraduates.

AMERICAN CULTURE

This course is designed with two purposes: to give international students a firm foundation in U.S. history before they take the required U.S. History course in their junior year and to experience American culture through field trips to such places as a local farm, election day voting, or a typical New England diner. Students use texts and primary sources appropriate to their English level. Each spring students are taught the process to write a research paper.

SINGLE SEMESTER COURSE

INTRODUCTION TO PSYCHOLOGY

This course explores diverse aspects of psychology, including: stages of development, group dynamics, abnormal psychology, relationships, adolescent psychology and more. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Students should be prepared to actively participate in this interactive and discussion-based class.

Mathematics

The logical thought process of mathematics is necessary to the development of critical thinking. Through exposure to the universal language of mathematics, students not only attain the computational skills needed for everyday life but also gain valuable insight into and appreciation for one of the most beautiful and important achievements of the human mind. The program is flexible in that it satisfies the needs of students for whom mathematics is not their primary orientation, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study. For example, a typical program for the student with limited mathematical goals would be Algebra I, Geometry, Algebra II, and Math IV. For those going on to higher college math: Algebra I, Geometry, and Algebra II, followed by Precalculus Honors or Advanced Math I and II, and AP Calculus. All math courses are carefully sectioned according to ability. Sectioning is based on placement tests taken over the summer, past testing, and performance in previous math courses.

FULL-YEAR COURSES

PRE-ALGEBRA

This course, offered on an as-needed basis, prepares the student whose mathematical foundation is not yet sufficient for success in a full algebra course. Topics include fractions and percents, order of operations, algebraic expressions, the Pythagorean theorem, linear equations and systems of linear equations, and the coordinate plane, in addition to topics from probability and combinatory Algebra. Students become active learners and develop personal strategies for mathematical success throughout their academic career.

GEOMETRY (HONORS AND STANDARD)

This course begins with an overview of terminology and principles of Euclidean geometry, focusing on geometrical elements and their classification. Later, students are introduced to the basics of logic: inductive and deductive reasoning, Venn diagrams, paragraph, two-column and flowchart proofs (including an extension in Boolean algebra in the Honors section). The course continues with the study of line and angle properties and relationships, as well as properties and attributes of polygons (including special parallelograms and transformations). Students' understanding of triangles and their congruence, special line segments and points of concurrency is enhanced through the means of basic geometric constructions and coordinate geometry. Further topics covered in this course include similarity and its applications, right triangles and the Pythagorean theorem, and trigonometric ratios (including an extension to the Laws of sine and cosine and an introduction to vectors in the Honors section). The yearlong curriculum concludes with the study of circles (focusing on related angles and line segments), and calculations of perimeter, area and volume of regular and irregular two- and three-dimensional shapes.

- **ACADEMIC SUPPORT PROGRAM** This course follows the standard curriculum, but smaller class sizes allow for active participation in class discussions, more immediate and specific responses to student questions, and individualized instructional methods. Prior knowledge of concepts and facts are the foundation through which critical and analytical thinking skills are built. Skill development focuses on accommodating each student's math skill set by adjusting the pace of instruction and varying the amount of practice needed to ensure skills are mastered before introducing new ones. (Classes have a maximum of eight students. This course is offered for an additional fee.)

ALGEBRA I (HONORS AND STANDARD)

This course lays the conceptual and technical groundwork for the study of algebra, geometry, statistics, and discrete mathematics. Students begin with the study of sets and set notation, scientific notation, the number line, estimation, units of measurement, and number sequences (Honors Algebra I also covers absolute and percent error). Algebraic concepts follow, including factoring of linear and quadratic functions, rearranging expressions, integer exponents (and fractional exponents in the Honors section), and graphical and algebraic solutions to systems of linear equations. Students study the graphical representation of data using pie charts, histograms, and line graphs. Measures of central tendency and dispersion help all students to make sense of data sets (the Honors section also studies normal distributions and standard deviation).

ALGEBRA II (HONORS AND STANDARD)

This course completes students' preparation for advanced mathematics topics by consolidating the material from Algebra I and Geometry, as well as deepening understanding and introducing a number of new topics. Ratios and algebraic fractions are covered in considerable depth, patterns and sequences are extended significantly, and functional analysis is introduced with the study of domain and range, inverse functions, and composite functions. The Honors section covers logarithms (including natural logarithms), non-linear inequalities, linear programming, and matrix algebra. Students deepen their ability to use methods from statistics and probability (the Honors section looks at linear regression and conditional probability, as well). Additional topics include combinatorial algebra, topology, and codes. *Requirement: TI-83 Graphing Calculator.*

- **ACADEMIC SUPPORT PROGRAM** This course follows the standard curriculum, but smaller class sizes allow for active participation in class discussions, more immediate and specific responses to student questions, and individualized instructional methods. Prior knowledge of concepts and facts are the foundation through which critical and analytical thinking skills are built. Skill development focuses on accommodating each student's math skill set by adjusting the pace of instruction and varying the amount of practice needed to ensure skills are mastered before introducing new ones. (Classes have a maximum of eight students. This course is offered for an additional fee.)

STATISTICS

This course is designed for students who have successfully completed Algebra II, and are looking for a mathematics course that is both different and interesting. Statistics gives a framework in which to draw conclusions from data. Students investigate a large number of practical examples and examples drawn from real-world data. Students learn the fundamental principles and methods of statistics and probability, including different measures of average and central tendency, statistical distributions, variations, and percentiles. The subject is explored through observation, data gathering, and experiments. *Requirement: TI-83 Graphing Calculator.*

ADVANCED MATHEMATICS I

This math course forms the first part of the two-year sequence in functional analysis, trigonometry, analytic geometry, probability, and data analysis. The course emphasizes both analytical and graphical approaches to problem solving, using methods of plotting by hand as well as making extensive use of graphing calculators. This part of the course covers two main areas: functional analysis and trigonometry. Functional analysis covers topics such as linear quadratic and composite functions, with time spent on graphing technology to determine points of intersections and zeros, as well as finding these by analytic methods. For polynomial functions, the Rational Root Theorem is used to help determine the number of roots, among other techniques. This part of the course also studies rational, exponential, and logarithmic functions. The remainder of the year is spent on trigonometry, covering such topics as graphing of trigonometric functions, identities, equations, and the laws of sine and cosine. *Requirement: TI-83 Graphing Calculator.*

ADVANCED MATHEMATICS II

This course forms the second part of the two-year sequence in functional analysis, trigonometry, analytic geometry, probability, and data analysis. The course covers vectors and matrix algebra, with attention to applications in linear programming. The course continues with an introduction to parametric equations and polar coordinates, leading naturally to graphing functions in the complex plane. Analytic geometry is discussed, and the course is rounded out with important topics from discrete mathematics, including logic and set theory, probability, sequences and series, and mathematical induction. Students become very well prepared for the SAT II in mathematics, and also for any further study in any branch of the subject, including calculus. *Requirement: TI-83 Graphing Calculator.*

PRECALCULUS HONORS

This course emphasizes the analytical and graphing calculator approaches to problem solving; that is, calculator work is checked algebraically and vice versa. The course covers two main areas: functional analysis and trigonometry. Functional analysis topics include linear quadratic and composite functions, graphing technology to determine points of intersections and zeros, as well as finding these by analytic methods. For polynomial functions, the Rational Root Theorem is used to help determine the number of roots. The course continues with rational, exponential, and logarithmic functions. Parametric and polar graphing are introduced. The remainder of the year is spent on elementary trigonometry, covering such topics as trigonometric graphing, identities, equations, and the laws of sine and cosine. This rigorous course gives the student an excellent preparation for the study of calculus at the Advanced Placement level. *Requirement: TI-83 Graphing Calculator.*

CALCULUS HONORS

This course is an introduction to the study of differential and integral calculus. Emphasis is placed on both the analytical and graphing calculator approaches to problem solving. The focus is on investigating the applications of calculus to many fields, to gain a sense of the power of this approach. Visual representations of equations are stressed throughout. The course begins with a review of precalculus topics before developing differential calculus (curve sketching, the mean value theorem, optimization, and more). From there it continues to integral calculus and the Fundamental Theorem of Calculus, relating integral and differential calculus to each other.

Requirement: TI-83 Graphing Calculator.

AP CALCULUS (AB)

This course follows the Advanced Placement AB Calculus syllabus with guidelines for technology (graphics calculator), and as such develops the skills of a college-level course in Calculus I. This is a rigorous and demanding course of study, which should only be undertaken by those with a very solid understanding of precalculus concepts. Students learn how to use graphical, numeric, analytic, and verbal information to gain full understanding of the subject, and there is a focus on the philosophical problems that calculus has enabled us to solve. All students are required to take the AP exam; Calculus Honors is for students who do not wish to take the AP exam. *Requirement: TI-83 Graphing Calculator.*

AP CALCULUS (BC)

This course follows the Advanced Placement AB and BC Calculus syllabi, which leaves the student with the equivalent of a college-level course in Calculus II, and all the major topics of single-variable calculus. Students start with a review of the AB Calculus syllabus, after which the remainder of the year is devoted to the study of the BC Calculus curriculum. This includes the topics of improper integrals, sequences and series, polynomial approximations including Taylor, Maclaurin, and Fourier series, and the calculus of polar and parametric equations. Early spring is used for preparation for the AP exam. All students are required to take the AP exam. *Requirement: TI-83 Graphing Calculator.*

MATH IV

This course is designed for seniors who are not interested in advanced math or statistics; all seniors are encouraged to take a fourth year of mathematics. The first semester introduces students to the study of discrete mathematics with applications. Topics include: Venn diagrams, set theory, logic, truth tables, probability and statistics, and permutations and combinations. The second semester covers topics from financial math, such as understanding compound interest, cost and profit equations, and an introduction to financial markets and their functioning.

SINGLE SEMESTER COURSES

INTRODUCTION TO COMPUTER GAME PROGRAMMING (FIRST SEMESTER)

This course is aimed at the interested novice to computer programming. The fundamental principles of programming and computer logic are introduced through their application to a variety of games. The focus is on variable types, conditional statements, and loops, as well as code design and analysis. Major programming projects constitute the largest portion of a very hands-on course.

WEB PROGRAMMING (SECOND SEMESTER)

This course is aimed at the novice to programming, but is also recommended as a follow-up to game programming to those who found that interesting. Design techniques are discussed, as are writing code in HTML, CSS, and JavaScript, among other tricks.

Science

The Science Department's basic responsibility is to develop, encourage, and nurture students' interest in science.

As more and more questions facing both the individual and society have a basis in science, it becomes increasingly important for everyone to attain a degree of scientific and technological literacy. The Science Department strives to provide all students with a background in the basic sciences (Biology, Chemistry, and Physics), which enables them to better understand the world and make more informed decisions. At the same time, the department recognizes the need to adequately prepare those who are planning a career in science or engineering with a good background for more advanced work. True understanding and application, rather than rote learning, are emphasized in our classroom environment. The department utilizes hands-on experiences, including laboratory and/or fieldwork, to help students develop better observational and manipulative skills and to acquire knowledge by doing. The curriculum is structured to give students an appreciation and understanding of the natural phenomena that touch our lives and develop intellectual curiosity for future inquiry.

FULL-YEAR COURSES

SCIENCE AND SUSTAINABILITY

This is an integrated, inquiry-based, science course for freshman designed to introduce young adults to science through a sustainable, global perspective. It is a rigorous lab-based course that teaches students how to use science to face problems, think critically, and devise solutions to various problems in the world around them. Class activities allow students to develop skills in analysis, assessment, and decision-making using scientific data. Topics in physics, chemistry, biology, and earth science are explored through links to local applications and international issues.

- **SCIENCE AND SUSTAINABILITY HONORS** This course is for students having demonstrated excellent ability in mathematics and/or science. The topics covered are similar to those in the standard course, but the material is explored at a faster pace and in greater detail.

BIOLOGY

Biology is the branch of science devoted to the study of life. The course is divided into three broad areas of concentration: cell biology, genetics, and ecology. The course begins with an investigation of the cell, which is the basic unit of life. Once students are familiar with the structure and function of the cell, the cell cycle is analyzed, leading naturally to a study of genetics. Students study patterns of inheritance, Mendel's principles, and the structure and function of DNA. Finally, the class moves on to an overview of evolution, the origins of biodiversity, and a study of ecosystems. All three major units are explored from an applied perspective: students study cancer while learning about the cell cycle, genetically modified organisms while exploring genetics, and invasive species while focusing on ecology. Lab work is an essential part of the course, and students develop the skills needed to design experiments, conduct research, analyze data, and write scientific reports. There is a major emphasis on current scientific exploration and the impact that humans have on our global ecosystem.

- **BIOLOGY HONORS** This course is for students having demonstrated excellent ability in science. The topics covered are ecology, cell structure and function, evolution, genetics, microbiology, and invertebrate zoology. Laboratory and field work is an essential part of the course. Students develop skills needed to design experiments, conduct research, analyze data, and write scientific reports. The honors-level status of this course assumes an elevated level of student commitment and effort.

ADVANCED BIOLOGY HONORS

This course offers a second year in biology for students demonstrating excellent ability and interest in the basic course or in the previous honors course. Advanced Biology Honors is designed for the student to study and investigate the major areas of the discipline: biochemistry, cells, cellular energy, mitosis/meiosis, classical and molecular genetics, evolution, bioethics, ecology, biodiversity, and behavior. Independent research is emphasized throughout the year. The course works like an entry-level college biology class with regular discussion, writing assignments, and formal lab reports. Students may elect to take the Advanced Placement Test at the conclusion of the course.

CHEMISTRY

This introductory course is designed to help students employ the conventional principles of chemistry to think intelligently about issues concerning environmental issues and technology. Some of the major topics considered throughout the year include atomic structure, chemical bonding, molecular structure, various categories of chemical reactions, and organic chemistry. Appropriate laboratory experiences accompany each subject as they arise.

- **CHEMISTRY HONORS** This is a more intensive introductory course in chemistry for students who have demonstrated excellent ability in mathematics and science. The topics covered are similar to those in the standard course, but is explored in greater depth. Laboratory work parallels concepts covered within the curriculum but allows for independent investigation.

AP CHEMISTRY

This course is a second year in chemistry for students demonstrating excellent ability and interest in the basic course and who have successfully completed Algebra II. This course is designed to prepare students for college level lab-work. Developmental in design, students can expect to gain competencies in advanced concepts using lab work and calculations to enhance their understanding. Topics covered include but are not limited to: nuclear chemistry, organic reactions, and biochemistry. The last unit focuses on environmental chemistry applications to hydrology.

ANATOMY AND PHYSIOLOGY HONORS

This course includes an in-depth examination of the design and function of the vertebrate body with emphasis on the organ systems. Labs, projects, and dissection are an integral part of the course. This is a college-prep course that is beneficial for students interested in any medical field.

PHYSICS HONORS

Physics is the branch of science about the nature of everyday things. This is a college preparatory course covering all the traditional topics in physics including mechanics, thermodynamics, waves, sound, light optics, electricity, magnetism, and modern physics. This course emphasizes the underlying principles and the applications to a wide variety of practical problems. Laboratory work illustrates the principles discussed in class and gives the students the opportunity to develop observational and analytical skills.

AP PHYSICS

This is a college-level course covering all the traditional topics of calculus-based mechanics. While the topic is mechanics, this is essentially a course in problem solving techniques. Students apply the basic principles of mechanics — along with calculus, trigonometry, and algebra — to a wide range of practical problems. Special attention is given to developing the skills necessary to translate complex situations into simple physics equations. Frequent laboratory work allows students to investigate both the power and the limitations of these equations. Students completing this course should be well prepared for the AP Physics C: Mechanics Exam.

ENVIRONMENTAL SCIENCE HONORS

The focus of this course is understanding the inputs, outputs and transformational processes that make up environmental systems. What makes this subject matter so interesting is that while we the human species are part of a given system we also have huge impacts upon that same system. The magnitude and scale of these impacts depends upon many variables including culture, history, religion, economics, politics and the environment. In order for us to make informed decisions about environmental issues we must be able to “integrate the hard, scientific, quantitative “facts” with the qualitative value judgments of politics, sociology, and ethics.” This course provides students with the foundations in which they can form a “coherent perspective of the interrelationship between environmental systems and societies.”

INTRODUCTION TO ENGINEERING

This course introduces students to topics in engineering including civil, mechanical, electrical, biological, and chemical engineering. After an introduction to design theory and foundational practices, students work collaboratively on practical engineering projects in structures and robotics. Students conceptualize, organize, build, test, and refine their designs to meet specified project parameters. This course is available to juniors, seniors, and postgraduates.

BASIC CONCEPTS OF SPORTS MEDICINE

This course is offered to upperclassmen to introduce the ideas and concepts that surround the growing field of sports medicine. Each semester covers a general sports medicine topic including prevention and care of athletic injuries, basic human joint anatomy, taping and wrapping techniques, strength and conditioning principles, rehabilitation techniques, and CPR/First Aid certification. This class is designed to give students experiential education through possible internships in the athletic training room and weight room on campus.

SINGLE SEMESTER COURSES

PROJECTS IN SUSTAINABILITY

This course serves as an elective for seniors interested in science and sustainability initiatives. As a class, research is conducted to analyze a particular curricular or operational practice in place at New Hampton School and to recommend and implement sustainable alternatives. A focused study of one of the following topics: water use on campus, sustainable building design, the impact of life at NHS, mapping Burleigh Mountain, or the physics of solar and wind, is used in a collaborative, research-based learning environment. Students practice skills such as working as part of a group, managing time and workload, and developing awareness, that prepares them for situations they face as adults in a rapidly changing world that requires innovative, collaborative solutions.

HEALTH (FOUR-YEAR STUDENT REQUIREMENT)

This is an interactive course that explores areas of health and wellness that directly influence our daily lives. Each topic covered incorporate a chance for students to reflect on their own experience within the unit being covered. Some of the topics include: stress management, nutrition, relationships, sexuality and human reproduction, STIs, psychoactive drugs, and alcohol. The learning experience includes opportunities for current event discussion, research, presenting/teaching, and field trips. Through the integration of new information and self-reflection, students should leave this course with a better understanding of their own health and the health of the greater community.

World Language

The goals of the World Language Department reflect the five areas of emphasis set forth in the national standards of world languages: communication, cultures, connections, comparisons, and communities. Whether it is classical or modern, language and communication are at the heart of the human experience. Latin is offered within the first division and Chinese, French, and Spanish within the second. The curriculum is designed to have students learn a language and learn to use it. The Latin program emphasizes the study of language itself through the study of words and their relationship to one another in the sentence. Students who choose Latin master principles of grammar and vocabulary, and improve their English skills. The Chinese, French, and Spanish programs focus in the early levels on skills related to functioning in the world. Students develop skills in language acquisition and cultural competencies. Students who continue beyond the first two years learn to read and appreciate great works of literature, culture, and formal expression. Authentic materials are used whenever possible and employ video, audio, experiential opportunities, cooperative activities, and many other techniques to create a fun and effective learning environment.

FULL-YEAR COURSES

CLASSICAL LANGUAGES

LATIN II

Students master the more difficult concepts in Latin grammar, syntax, and forms (such as the passive voice, the participles, and dependent verbs), and build up an extensive Latin vocabulary. The reading of Latin passages facilitates the memorization of Latin vocabulary and of Latin forms. Additional time is spent on relating Latin to English grammar and Latin prefixes, roots, and suffixes to English vocabulary.

LATIN III

Upon successful completion of Latin III, students master the forms and uses of the subjunctive mood, the ablative absolute, and the more complex subordinate constructions. They acquire a confidence and facility in using the Latin dictionary to look up complex information (such as the principal parts of verbs) and the gloss (or explanatory notes) that accompany Latin passages in the original. Students translate works by Caesar and Cicero, study the style, tone, and content of these works, and discuss their enduring significance and relevance in today's world.

MODERN LANGUAGES

LEVEL I - CHINESE, FRENCH, AND SPANISH

Upon successfully completing the introductory course, students are able to use basic writing, reading, listening, and speaking skills. They can speak using vocabulary focusing on basic objects, places, and most common kinship terms. Students are able to listen to and comprehend words and phrases from simple questions, statements, and high frequency commands. They read for instructional and directional purposes, phrases, or expressions, such as some items on menus, schedules, maps, and signs. They write simple, fixed expressions with limited memorized material, such as names, numbers, dates, own nationality, and other autobiographical information (writing may be limited as students learn Simplified Chinese characters for written fluency).

TRANSITIONAL SPANISH

This course is designed to reinforce and build upon the skills and content presented in Spanish I. It serves as a transition to Spanish Level II for those students who display sufficient aptitude.

LEVEL II - CHINESE, FRENCH, AND SPANISH

Upon successfully completing the second year course, students demonstrate increased fluency and control of vocabulary within the same basic topics covered in the first-year course. Students are able to ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner with much linguistic inaccuracy. They are able to

understand the main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs, which they then communicate through writing (writing may be limited as students learn Simplified Chinese characters for written fluency).

LEVEL III - FRENCH AND SPANISH

Upon successfully completing their required two years of studying the same second language, students continue to develop their abilities. By the end of Level III, students are able to successfully handle a variety of uncomplicated, basic, and communicative tasks in social situations. They are able to speak simply about self and family members, ask and answer questions, and participate in simple conversations on topics beyond the most immediate needs. Utterance length increases slightly, but speech may continue to be characterized by frequent, long pauses. Students are able to read consistently and with increased understanding simple, connected texts dealing with a variety of basic social needs. They are able to express present time and at least one other time frame or aspect consistently, e.g., non-past, habitual, or imperfective; demonstrating control of the syntax of non-complex sentences.

LEVEL IV / V HONORS - FRENCH AND SPANISH

Students enrolled in IV / V Honors have demonstrated significant proficiency in Level III (or Level IV Honors for those enrolled in V Honors). Some students are encouraged to take the SAT II Spanish Subject Test and/or the AP Spanish Language exam. Upon successful completion of IV/V Honors students are able to satisfy the requirements of everyday situations encountered at school and work. They are able to handle with confidence, but not with facility, complicated tasks in social situations such as elaborating, complaining, and apologizing. Comprehension may be uneven; however, they are able to understand main ideas and most details of connected discourse. Students are able to read longer prose and understand the main ideas and facts but may miss some details. Students are able to write routine social correspondence and join sentences in a discourse of at least several paragraphs in length on familiar topics. They should make few errors in punctuation, spelling, or non-alphabetic symbols.

ADVANCED PLACEMENT - FRENCH AND SPANISH

Students enrolled in IV / V Honors have demonstrated significant proficiency in Level III (or Level IV Honors for those enrolled in V Honors). Some students are encouraged to take the SAT II Spanish Subject Test and/or the AP Spanish Language exam. Upon successful completion of IV/V Honors students are able to satisfy the requirements of everyday situations encountered at school and work. They are able to handle with confidence, but not with facility, complicated tasks in social situations such as elaborating, complaining, and apologizing. Comprehension may be uneven; however, they are able to understand main ideas and most details of connected discourse. Students are able to read longer prose and understand the main ideas and facts but may miss some details. Students are able to write routine social correspondence and join sentences in a discourse of at least several paragraphs in length on familiar topics. They should make few errors in punctuation, spelling, or non-alphabetic symbols.

Academic Life

The New Hampton School year is divided into two semesters: first semester extends from mid-September until the holiday break and second semester extends from early January until late May. Grade reports are sent home at both the midpoint and end of the semester. These reports include the grade earned in each subject, effort grade, comment by the instructor, and the grade-point average. Freshmen and sophomores must take six classes, while juniors, seniors, and postgraduates must take a minimum of five classes during each semester. Advanced Placement, Honors, Standard College Preparatory, and Academic Support level courses are offered in some classes within some disciplines, so that the skill and interest level of each student can be met. Courses marked with AP are Advanced Placement level courses, and those marked with an H are Honors level courses. Courses marked with ASP are Academic Support Program courses. All other courses are Standard College Preparatory level courses.

ATTENDANCE

The New Hampton School yearly calendar and daily class schedule are carefully created to support our rigorous college preparatory program. The school sets a firm and clear expectation that students fully participate in our programs as scheduled. Students are expected to carefully adhere to published dates and departure times when scheduling their time away from school. Class absences carry disciplinary and academic consequences.

Students are expected to attend 90 percent of their obligations in any given course or activity to receive credit. A warning and limit is issued to a student missing too many obligations, whether they are excused or unexcused. If not compliant in improving their attendance record, the student may fail.

Absences that are part of the NHS program and/or deemed worthy of educational merit by the Director of Studies do not count against the student's attendance record.

ACADEMIC PROGRAM REQUIREMENTS FOR GRADUATION

The academic requirements are designed to ensure the proper distribution of courses for college-bound students while allowing considerable freedom of choice. The minimum specific course requirements for graduation are:

- *ENGLISH*: Four credits
- *HISTORY*: Three credits including U.S. History and senior-level history
- *SCIENCE*: Three credits of lab science including biology and physics or chemistry
- *LANGUAGE*: Two credits of one language (three recommended)
- *MATHEMATICS*: Three credits (Algebra I, Geometry, Algebra II minimally)
- *ARTS*: One credit
- *ELECTIVES*: Two credits
- *HEALTH*: One-half credit (for four-year students of New Hampton School)

SAMPLE ACADEMIC SCHEDULES

The degree of freedom students have in selecting courses varies with their grade placement and particular academic needs. Freshmen and sophomores are generally more restricted in their choices than the upperclassmen who may have special interests in art, science, history—or even additional review in English or math. New Hampton School, while insisting upon a core of courses, does allow a variety of ways for students to develop their own academic programs. The following are a few examples of how students organize their programs:

FRESHMAN

- English Level I
- Comparative World Cultures
- Algebra I
- Science and Sustainability
- World Language Level I
- Foundations of Learning Seminar/Arts Foundation

SOPHOMORE

- English Level II
- Modern European History
- Geometry
- Biology
- World Language Level II
- Health/Visual or Performing Arts Elective

JUNIOR

- English Level III
- U.S. History
- Algebra II
- Chemistry
- World Language Level III
- Visual or Performing Arts Elective

SENIOR/POSTGRADUATE

- English Level IV/English Level V
- Senior History Elective
- Advanced Level Math
- Advanced Level Science
- World Language or an Elective
- Visual or Performing Arts Elective

COURSE OFFERINGS

ARTS

(one semester unless otherwise noted)
Arts Foundation

VISUAL ARTS

2D Design
3D Design
Environmental Art
Printmaking
Intermediate/Advanced Portfolio
(full year)
AP Art (full year)
Graphic Design
Photo I, II, III
AP Photography (full year)
Media Production (second semester)

PERFORMING ARTS

(one semester unless otherwise noted)
Introduction to Improvisation
Public Speaking
Dance Technique I
Dance Technique II
Dance Technique III (full year)
Audio Production
Contemporary Instrumental Stage
Ensemble
Music Theory
Chorus
Beginning Piano I, II
Beginning Guitar I, II
Concert Band

ACADEMIC SUPPORT PROGRAM

(full-year courses)
Individual Academic Support I, II, III, IV / V
Group Academic Support
Advanced Reading I
Advanced Reading II
Advanced Reading III
Advanced Reading IV
Foundations of Learning Seminar

ENGLISH

English I
English I Honors
English II
English II Honors
English III
English III Honors
English IV
AP English Language and Composition
AP English Literature and Composition
English V
ENGLISH SUPPORT PROGRAM
International Literature
American Culture
International Academic Support

HISTORY AND SOCIAL SCIENCES

(full-year courses)
Comparative World Cultures
Comparative World Cultures Honors
Modern European History
Modern European History Honors
AP European History
United States History
AP United States History
Issues in Modern History
20th Century History Honors
Art History
Economics
Psychology (semester course)

MATHEMATICS

(full-year courses)
Pre-Algebra
Algebra I
Algebra I Honors
Geometry ASP
Geometry
Geometry Honors
Algebra II ASP
Algebra II
Algebra II Honors
Advanced Mathematics I
Advanced Mathematics II
Statistics

MATHEMATICS (continued)

Precalculus Honors
Calculus Honors
AP Calculus AB
AP Calculus BC
Math IV
Introduction to Game Programming
(first semester)
Web Programming (second semester)

SCIENCE

(full-year courses)
Science and Sustainability
Science and Sustainability Honors
Biology
Biology Honors
Advanced Biology Honors
Chemistry
Chemistry Honors
AP Chemistry
Anatomy and Physiology Honors
Physics Honors
AP Physics
Environmental Science Honors
Introduction to Engineering
Projects in Sustainability
Basic Concepts of Sports Medicine
Health (semester course)

WORLD LANGUAGES

(full-year courses)
Chinese I
Chinese II
French I
French II
French III
French IV Honors
AP French
Spanish I
Transitional Spanish (with permission)
Spanish II
Spanish III
Spanish IV Honors
AP Spanish
Latin II
Latin III

DIPLOMAS

Students who have completed the twelfth grade, achieved the eighteen and one-half necessary credits, successfully met the co-curricular and community service requirements, passed all courses in the second semester of their senior year, participated in all commencement week activities, and maintained an average of 1.67 or better are eligible for diplomas. In awarding a diploma, the faculty considers not only the academic and other objective requirements, but also the student's attitude toward their studies, their citizenship, and their interest in and contribution to the school community. Postgraduate students who have completed full-year courses in English and senior-level history, satisfied New Hampton School's course distribution, co-curricular, and community service requirements (Service Learning Project), passed all courses in the spring semester, participated in all commencement week activities, maintained a cumulative grade point average of at least 1.67, and earned at least five academic credits during the postgraduate year are eligible for diplomas. Postgraduate students who have not satisfied New Hampton School's course distribution or do not participate in commencement exercises are awarded a certificate of attendance in place of a diploma.

SECOND SEMESTER FINAL EXAM POLICY FOR GRADUATING STUDENTS

Members of the graduating class in good standing are eligible for consideration for exemption from second semester final exams. The following criteria must be met: no unexcused class absences (from any class) during the second semester; 90 percent average or better in each individual class for the second semester; received a Pass for SLP.

PROMOTION AND GRADUATION REQUIREMENTS

CO-CURRICULAR REQUIREMENTS

New Hampton School believes that a regular program of physical activity and extracurricular activity is an integral part of a well-rounded education. New Hampton School offers an appropriate level of instruction in team sports and extracurricular programs to all students so they may discover in themselves, and in association with their peers, the enjoyment and challenge of athletic endeavors and other activities. NHS students participate in a co-curricular program every season. Two of the activities must be fitness-oriented and one of the two must be an interscholastic/team program. The third activity can be any other program offered by the school. Co-curricular programs are overseen by the athletic director. Students who do not complete their co-curricular commitment are not promoted to the next grade level and are not eligible for a diploma at the end of their senior year.

COMMUNITY SERVICE REQUIREMENTS

At New Hampton School, we believe that engaging our students in community service experiences can cultivate a sense of civic virtue; our students learn about responsibilities that are inherent to citizenship in a democratic society. Because we recognize the value of instilling in students the feeling that they are part of a wider community, all community members are expected to give of their time in some way to life in or outside of New Hampton School throughout the academic year. Students develop new relationships, gain important experiences from helping others, and draw upon or discover unused talents. Service projects, coordinated and endorsed by the director of service learning, are wide-ranging and accommodate varied student interests. Eight Saturday mornings throughout the fall and spring are devoted to school-wide service efforts. Participation in this Saturday program is a requirement for all freshmen, sophomores, and juniors. Participation is recorded on each student's official record as Pass/Fail. Students who do not complete their community service commitment are not promoted to the next grade level and are not eligible for a diploma at the end of their senior year.

SERVICE LEARNING PROJECT REQUIREMENTS

Seniors and postgraduates embark on a different kind of citizen action—the Service Learning Project (SLP). It is an opportunity to engage in meaningful, self-designed service in which they meet authentic community needs through creative civic action. Seniors and postgraduates* experience real community issues, problem solving, active communication, and career opportunities. Students choose between two basic options: Option A (serving over the summer in their home community) or Option B (taking on a leadership role for the NHS campus during the junior second semester or senior first semester). Either option requires thirty hours of service to one nonprofit organization and the completion of the SLP Log. The SLP Log is submitted to the student's advisor for Option A, and a Pass/Fail grade and comment is posted on the report card for the first semester. For Option B, students submit the log to the faculty sponsor of the leadership position, and students receive a Pass/Fail grade and a comment at the mid-semester and/or end-of-semester report card in the semester in which the project is being completed. Students may receive Honors for performing forty hours or more and submitting a visual project (no posters).

**Postgraduates/one-year seniors have the option of extending their home service into the March break or choosing to serve with the underclassmen on all eight Community Service Saturdays.*

ACADEMIC POLICIES

OUT OF CLASS WORK POLICY

Teachers should assign 30 minutes (standard) or 45 minutes (honors/AP) of out of class work following each class. Teachers can consider assigning work requiring longer completion time when a class does not meet the following day. Out of class work should be used to confirm and to consolidate principles that have been discovered in class.

MAKE UP WORK POLICY

- For unplanned excused absences: Minimally, a teacher should provide the same amount of time to make-up work as the time missed. e.g. two excused absences would extend to a two-day makeup period upon return.
- For planned absences: Students who are away from school are expected to complete their daily work while away and submit work upon return.
- For unexcused absences: No make-up work for unexcused absences.

COURSE ADD/DROP POLICY

During the first two weeks of the first semester, students (with the permission of their advisor, current teacher, and the Director of Studies) may change full-year courses without penalty. Students may also change full-year courses for the second semester during the last week of the first semester. Students may not change full-year courses after this time. The Add/Drop period for semester-long courses occurs during the first week of each semester. Students may not change semester-long courses after this time.

ADVANCED PLACEMENT COURSE PROTOCOLS

AP courses provide demanding intellectual opportunities for students to exhibit their understanding of content comparable to that presented in the college or university classroom. AP course syllabi are audited and approved by the College Board to ensure integrity and rigor. Students who take AP courses recognize the rigor these courses demand and have a greater amount of homework as well as the potential for work during vacation periods. Students in AP courses with AP designation are required to take the AP exam. Please see the registrar for assistance with this process. Students in AP courses continue with enriching course work following the taking of the content specific AP exam, but might be exempt from a final exam at the instructor's discretion. (An \$85 fee is charged to the student's debit account upon enrollment in the course to cover the cost of each AP exam.)

WITHDRAWAL FROM NEW HAMPTON SCHOOL

Students who withdraw prior to the completion of the school year, regardless of the circumstances, are no longer considered enrolled students of New Hampton School. A withdrawn student's official academic transcript documents the date of withdrawal and the grades and credits earned through that date. Students are not permitted to complete coursework for further academic credit. Questions and concerns surrounding this issue should be addressed to the Director of Studies.

ALTERNATIVE COURSE OPTIONS

PASS/FAIL COURSES

A senior may elect to take one course Pass/Fail, provided that it is not required for graduation. The Pass/Fail designation is meant to encourage students to pursue a course of interest and to relieve them of the burden of worrying about a grade. The Pass/Fail option is designed to foster intellectual curiosity, not to enable students to manipulate their grade point averages. English support students may take any course Pass/Fail during their first semester at New Hampton School with teacher permission. Students who have a language waiver may also elect to take a second language Pass/Fail to enrich their academic experience.

STUDENT INTERNS

Selected students may act as assistants to faculty members. Internships involve reading papers, conducting classes, and helping in general with the presentation of the course. The student is graded on a Pass/Fail basis and receives one academic credit. Students are

not allowed to intern in place of an academic course. Permission of the instructor is required. A student who elects to be an intern may not have a free block.

INDEPENDENT STUDY

A student who desires a course of study that NHS does not currently offer is encouraged to identify an interested faculty advisor and submit an Independent Study (IS) proposal to the Director of Studies. The IS proposal form is available in the Academic Office. The word-processed proposal must contain the elements of a course syllabus: a statement of the purpose and goals of the course; a weekly syllabus; the chosen methods of assessment of student learning; and the grading procedures. The Director of Studies approves IS proposals, monitors the progress of IS courses, and issues academic credit for approved IS proposals followed to completion. A student who elects to participate in an IS opportunity may not have a free block.

ACADEMIC ASSESSMENT

GRADING SYSTEM

A 100-93.0	A- 92.9-90.0	B+ 89.9-87.0
B 86.9-83.0	B- 82.9-80.0	C+ 79.9-77.0
C 76.9-73.0	C- 72.9-70.0	D+ 69.9-67.0
D 66.9-63.0	D- 62.9-60.0	F 59.9-0.0
P = Pass	INC = Incomplete	F = Fail

GRADE-POINT AVERAGE SCALE

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00
P = Pass	INC = Incomplete	F = Fail

An incomplete is given only in the event that sickness or emergency prevents a student from taking a final examination.

Example for determining grade point average:

■ English	C+	2.33
■ Algebra	B-	2.67
■ Physics	C	2.00
■ French	A-	3.67
■ History	C-	1.67 =
$12.34 \div 5 = 2.47$		

WEIGHTED COURSES

Additional weight is given to Honors and Advanced Placement courses. In calculating a student's weighted Grade Point Average (GPA), Honors courses are weighted .25 per semester, and AP courses are weighted .5 per semester. These weights are not used in the determination of Honor Roll status.

VALEDICTORIAN AND SALUTATORIAN

New Hampton School does not rank students. However, we do celebrate the valedictorian and salutatorian during commencement exercises. These ranking scholars' weighted grade point averages are determined by their strength of schedule and academic performance during their high school careers, through the first semester of their senior years. In calculating courses, Honors courses are weighted .25 per semester, and AP courses are weighted .5 per semester. Any course load exceeding five classes per semester while at New Hampton School is awarded .5. The weighted grade point average is calculated to the hundredth decimal point.

HONOR ROLL

The Honor Roll commends those students who model and inspire a quality work ethic in our community of learners. Academic leaders demonstrate excellence in Grade Point Average, Academic Effort, and consistency in meeting course obligations. Students achieving a Grade Point Average (GPA) between a 3.00 and 3.49 with no individual grade below a C-, an effort average of 3.00 or better, and no more than one unexcused class absence during the semester, receive Honor Roll recognition upon completion of the first and second semester. Students achieving a Grade Point Average (GPA) of 3.50 or higher, with no individual grade below a B-, an effort average of 3.00 or better, and no more than one unexcused class absence during the semester, receive High Honor Roll recognition upon completion of the first and second semester. Students placed on probation through the Dean's Office forfeit their opportunity to be on the Honor Roll until probationary status has been lifted.

ACADEMIC PROBATION

Students are placed on Academic Probation for earning one failing grade, earning a grade-point average below 1.67, or receiving an effort grade average of less than 2.80. The parents of students on academic probation receive periodic academic progress reports. At the conclusion of the academic year, the faculty meet to discuss students who have not succeeded academically and determine an appropriate course of action. Strategies that we consider include academic support, repeating course work, enrollment in a summer program approved by the school, or separation from New Hampton School.

CUM LAUDE SOCIETY

The society's objective is to recognize academic excellence in secondary schools, while simultaneously encouraging qualities of excellence, justice, and honor. To be eligible for nomination to the New Hampton School chapter, a student must have maintained at least a B average and must be in the top 10 percent of the senior class or 5 percent of the junior class. Other considerations are standardized test scores, the number and difficulty of the courses taken, and an indication that he or she is genuinely intellectually curious and not merely seeking good grades. New members are usually inducted in the fall and spring.

ACADEMIC INTEGRITY

Academic honesty is a celebrated and crucial virtue at New Hampton School. In the classroom and school-wide setting, all individuals—teachers and students—are expected to exhibit the highest standards of academic integrity. All of us have a collective and common pool of information and ideas that we know or to which we have been exposed. However, we all need to be careful to give credit to all work and ideas that are not our own original thoughts. This includes documenting sources of graphs, charts, photos, words, and ideas. Additionally, when doing projects, tests, quizzes, and homework, the work that we submit must be our own thoughts, ideas, and efforts. To fulfill the mission of the New Hampton School, we must hold honesty at the forefront of all we do. As members of this school community, students must do their own work. With this in mind, faculty help students to develop appropriate, growth oriented, scholarly habits during their experience here.

Any compromise of academic honesty (whether it involves copying a homework assignment, cheating on a test, or plagiarizing a research paper) is treated seriously by the faculty and administration.

The following descriptions explain how New Hampton School defines plagiarism, which is a confusing concept for most secondary school students. Students are responsible for understanding these descriptions.

- **DIRECT COPYING** Submitting for credit work copied directly from another student or from any source whatsoever that is not properly referenced by footnote or bibliography, or reference in the paper itself that is not properly enclosed in quotation marks.
- **PATCHWORK PLAGIARISM** Submitting as original a work in which phrases and sentences are copied from source material without acknowledgment or quotation marks. Rearranging phrases and sentences from outside sources does not constitute originality and is therefore a form of plagiarism.
- **UNACKNOWLEDGED PARAPHRASING** Restating another person's ideas, interpretation, or facts without acknowledgment.
- **INDIRECT (SECONDARY) SOURCES** The use of indirect sources is discouraged. Students should seek original (primary) sources in their research. When the original source is unavailable, students must cite both the original and indirect sources in their reference, i.e. if the Declaration of Independence appears in a textbook then both the declaration and the text should be cited.

Online (Internet) resources represent an amazing wealth of information. Direct copying, patchwork plagiarism, unacknowledged paraphrasing, and improper citing of direct or indirect online resources is academically dishonest.

LEVEL I ACADEMIC DISHONESTY

A student submits daily work or work in progress that is not his/her own.

- **HOMEWORK:** Students must use their own words/expressions. When students use a text it should be cited and quotes should be placed around any phrases directly taken from the text. Students working together must not turn in identical work. Students must not copy or give their homework to others.

LEVEL II ACADEMIC DISHONESTY

A student submits work that is not his/her own on a quiz, test, final exam, project, PowerPoint, poster board, research paper, lab report, or any assignment that the student worked on for more than two nights. Any repeat of a Level I infraction is a Level II offense. Level II academic dishonesty is a Major School Rule violation.

- **QUIZZES/TESTS/FINALS:** All forms of in-class assessment (quizzes, tests, finals) must represent the student's own work during the time allotted for the assessment. Students must not copy from another student or bring in any information (i.e. note sheets, etc.) or use any electronic device not previously authorized by the teacher.
- **PROJECTS/POWERPOINTS/POSTER BOARDS:** All forms of project presentations must be accurately cited and represent the work of the student/students.
- **RESEARCH PAPERS:** All research papers must accurately document any information included that was not previously known to the student, or is not considered common knowledge. Students must use MLA documentation to cite all quotes and/or information paraphrased from another source.

CONSEQUENCES

- **LEVEL I** The student(s) receive a zero on the assignment and the Academic Office documents it.
- **LEVEL II** Each student has a meeting with his/her advisor, teacher, Department Head, and the Director of Studies. Following the meeting, the student is placed on Level II probation through the Dean of School Life's Office (see School Life handbook). If the student is found in violation of another major school rule, that student should expect a Judicial Board hearing.
- **COMMUNICATION** Teachers report incidents of academic dishonesty in writing to the Academic Life Office. Level II offenses are communicated through an e-mail to the employee conference by the Director of Studies. A letter is sent to families of student(s) and copied to the advisor(s).

SUMMER SCHOOL

New Hampton School encourages students to complete their graduation requirements with our faculty during our academic year. We acknowledge that certain circumstances may require students to complete coursework over the summer. Students who feel the need to take summer courses should contact the Director of Studies. There are two methods by which a student can receive academic credit for summer coursework.

- **METHOD 1** Summer School credit may be obtained by attending and successfully completing a course of study at an accredited Summer School. Before attending the Summer School, check with the Academic Office to obtain permission. After completing the course of study, have all transcripts sent to the Academic Office.
- **METHOD 2** The student may use a private tutor. The tutor obtains a copy of the New Hampton School syllabus for the course from the Academic Office. The tutor creates (and grades) all of the assignments and tests to assess the student's performance. At the end of the course, the tutor obtains and administers a copy of the New Hampton School final exam given for that course.

Upon completion of the course, the tutor sends New Hampton School: (1) all graded coursework—assignments and tests; (2) the ungraded copy of the final exam, to be graded by New Hampton School faculty; (3) an average grade on all assignments and tests. Academic credit and the final course grade are issued by New Hampton School; the final course grade is determined in the following way: 70 percent (tutor's grade) plus 30 percent (final exam grade).

Summer Reading

at New Hampton School

New Hampton School believes independent reading is essential to a student's academic promise. Reading books together, discussing what we read, and nourishing our interests through choices in reading materials unites the experience of New Hampton School parents, students, and faculty.

NEW HAMPTON SCHOOL SUMMER READING SELECTION 2009

Shadow of the Wind by Carlos Ruiz Zafon has been selected as the New Hampton School 2009 All School Summer Read. Set in Spain after the World War II, the narrator Daniel Sempere sets out to find the remaining copies of a rare book, *A Shadow of the Wind* by Julián Carax. Since the death of his mother when he was four years old, Daniel and his father have lived alone in their Barcelona home, taking care of their bookshop and trying to make ends meet in the years following the Spanish Civil War and World War II. When Daniel turns ten, his father shares with him the Cemetery of Forgotten Books, a labyrinth of works protected by those who promise to adopt, preserve, and keep secret the ancient library. As he is allowed to borrow one book, Daniel chooses *The Shadow of the Wind* by Julian Carax and instantly falls for the dark novel of intrigue. When he searches for additional titles by Carax or information concerning the mysterious author, Daniel finds more questions than answers. With the help of a strange cast of intimates, Daniel embarks upon a dangerous journey that changes him forever.

With this selection New Hampton School also announces the theme of "curiosity" as the central precept to be explored during the 2009-2010 academic year. *Shadow of the Wind* offers many opportunities to explore different cultures, histories, perspectives, and languages through an intriguing mystery. The text also serves as the first piece of reading in all four levels of English classes as well as throughout the wider school curricula.

Experiential Learning

at New Hampton School

A student at New Hampton School progresses through an arc of adventure based learning opportunities. The purpose of these activities is to complement New Hampton School's Foundations of Learning curriculum by providing authentic learning experiences in a setting different from the traditional classroom. Students expand their emotional and intellectual horizons while learning respect and responsibility.

PROGRAM DESCRIPTIONS

Sophomore Cooperative Learning Expedition

The Sophomore Cooperative Learning Expedition is a five-day backpacking trip in New Hampshire's beautiful White Mountains. This expedition allows sophomores to develop mastery of cooperative learning skills including communication, leadership, group decision-making, and conflict resolution. While working on these skills, students travel, cook, camp, and live together.

All sophomores are required to participate in this program.

Junior Urban Adventure

The Junior Urban Adventure is a three-day learning expedition to Boston, Massachusetts. Each student intensively studies an area of interest in a small group led by a faculty member. Topic areas offered in the past include fine art, music, the ocean, food, and civil rights. Each student is in a topic group with up to eight other students. Students formulate their own thesis statement or question, which they seek to answer or address while visiting museums, galleries, concerts, buildings, places, or experiences that relate to their topic area. After the trip to Boston students present their findings at a schoolwide portfolio fair.

All juniors are required to participate in this program and receive a pass / fail grade following successful completion.

Burleigh Mountain Team-building

As the school year begins dorm groups, athletic teams, and co-curricular groups are getting to know each other. Many students and staff recognize that a fun and effective way to jump-start this process is with a team-building program. Meeting afternoons and evenings in the fall, groups take a problem-solving challenge or test their teamwork on the low ropes course. Groups wishing to take their effectiveness to the next level can do so on the 50-foot Alpine tower high ropes course. Students report learning more about one another in a relaxed, fun atmosphere and understanding more about how they function in a team. Dorm parents and coaches can schedule team-building events any time during the fall term.

Levels of Academic Functioning

Respectful and Responsible Academic Habits	Attendance, Preparedness, and Attitude	Healthy Habits of Learning	Demonstration of Learning	Intellectual Work Ethic	Role In Work Group
5 LEADING ...involves always modeling and coaching a commitment to...	arriving on time with materials 100% of the time, functioning with intensity and stamina and advancing the goals of the class through contributions	being organized; using time management, notebook and note taking, word processing, and reading and writing skills 100% of the time	mastery of course requirements at highest level and demonstrates ease and flexibility using expected learner outcomes	quality in their persistence, dedication, curiosity, and enthusiasm for individual academic pursuits and encouraging this work ethic in others	orchestrating personal and group member's roles and responsibilities in group work and initiating problem solving, planning and achieving goals of the group
4 CONTRIBUTING ...involves consistently modeling a commitment to...	arriving on time with materials at least 85% of the time, functioning with selective intensity, and positively influencing the class	being organized; using time management, notebook and note taking, word processing, and reading and writing skills at least 85% of the time	mastery of course requirements at highest level and demonstrates ease and flexibility using expected learner outcomes	quality in their persistence, dedication, curiosity, and enthusiasm for individual academic pursuits	clarifying personal role and responsibility in group work and building on problem solving and planning initiatives of the group
3 PARTICIPATING ...involves generally demonstrating a commitment to...	arriving on time with materials at least 75% of the time, functioning adequately and positively influencing the class	being organized; using time management, notebook and note taking, word processing, and reading and writing skills at least 75% of the time	completion of requirements and is able to perform well using expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	acceptance of personal role and responsibility in group work and is involved and cooperative in problem solving and planning initiatives of the group
2 OBSERVING ...involves inconsistently demonstrating a commitment to...	arriving on time with materials; functioning adequately and positively influencing the class less than 75% of the time	being organized; using time management, notebook and note taking, word processing, and reading and writing skills less than 75% of the time	completing less than 75% of requirements and demonstrating knowledge of less than 75% of expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	personal role and responsibility in group initiatives and willingness to participate
1 DETRACTING ...involves regularly demonstrating a negative regard for commitment to...	arriving on time with materials; functioning adequately and positively influencing the class less than 50% of the time	being organized; using time management, notebook and note taking, word processing, and reading and writing skills less than 50% of the time	completing less than 50% of requirements and demonstrating knowledge of less than 50% of expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	personal role and responsibility in group initiatives and willingness to participate

NEW HAMPTON SCHOOL

70 Main Street | New Hampton, NH 03256-0579

www.newhampton.org | 603-677-3400